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## ABSTRACT

This booklet is designed to aid Oregon school district staff members in developing goal-based instructional planning systems that meet the revised minimum standards adopted by the Oregon State Board of Education in June 1976. Under the revised standards, Oregon school districts must develop 1) districtwide educational goals, 2) program goals contributing to the achievement of district goals, and 3) course goals contributing to the achievement of program goals. Separate sections of the booklet focus in turn on writing district goals, setting district goals, writing program goals, setting program goals, writing course goals, and setting course goals. In addition, an introductory section discusses the state standards governing goal-based planning and lists the six "life role goals" adopted by the Oregon State Board of Education.  
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WRITING DISTRICT, PROGRAM  
AND COURSE GOALS

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1977

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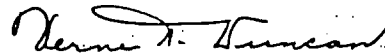
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## FOREWORD

Revised minimum standards for Oregon public schools were adopted in June 1976 by the State Board of Education. In response to citizen concerns regarding what is, in fact, expected of schools, the standards call for a system of goal-based planning, which includes writing goals. The Department of Education is committed to helping districts implement the standards. Current and anticipated problems are being identified, priorities set, and resources allocated.

One priority focuses on the assessment requirements found in the standards. Writing District, Program and Course Goals is one of a series of publications dealing with assessment. It details the standard's requirement that districts establish an instructional planning system that includes three different sets of goals; district, program and course.

It is my hope that this and other publications in the assessment series prove useful in implementing district practices that will meet the intent of the planning and assessment requirements. For further information, contact the Department's Director of Evaluation and Assessment, 942 Lancaster Drive NE, Salem, 97310, telephone 378-3074.



Verne A. Duncan  
State Superintendent of  
Public Instruction

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## INTRODUCTION

As specified in the 1976 minimum standards for public schools, districts must develop sets of goals:

- a) District goals adopted by the local boards by September 1, 1976;
- b) Program goals contributing to achievement of district goals by September 1, 1976;
- c) Course goals contributing to achievement of program goals by September 1, 1977.

This may be accomplished by adopting existing goals from other sources, modifying such goals or generating original goals.

Regardless of which approach or combination of approaches is used, district staff members will need to know if the goal statement they wish to adopt, revise or write is an acceptable goal statement that meets the definition and criteria set in the minimum standards.

This publication is designed to give district staff members the opportunity to examine goals, determine acceptability and rewrite those that fall short. In addition, self-tests and answers are provided as a means of clarifying major points.

### Defining Goals

Goals are expressions of desired outcomes. Educational goals identify what schools wish students to accomplish; these goals then serve to direct the instructional, management and support programs of the schools.

The minimum standards define goals as "statements of desired learner outcomes at various instructional levels." The phrase "learner outcome" is critical to this definition of a goal for two reasons: (1) the goal must be stated in terms of the learner. Goals describing what the teacher or the district should accomplish are not acceptable. (2) The goal must be stated in terms of an outcome thereby providing a means to measure progress toward or attainment of that goal. The outcomes for a district, program or course cannot be considered to be self-evident but must be stated as goals.

### Rationale for Goals

Goals primarily serve the purpose of providing direction for educational planning and decision-making. They collectively represent an agreement between schools and society on the expected outcomes of public schooling.

These sets of stated expected outcomes (goals) then provide the foundation for each of the following activities:

1. Assessment of program and/or student achievement
2. Needs identification
3. Needs prioritization
4. Program improvement
5. Goal revision

Goals must remain flexible, revised as needs and expectations change.

### Levels of Goals

This publication addresses four levels of goals: state, district, program and course goals. Since the state level goals have already been determined, primary emphasis is placed on district, program and course goals.

The State Board of Education's six statewide goals for public schools are presented in Oregon Administrative Rule 581-22-201. The goals are "designed to assure that every student in the elementary and secondary schools shall have the opportunity to learn to function effectively in six life roles: INDIVIDUAL, LEARNER, PRODUCER, CITIZEN, CONSUMER and FAMILY MEMBER."<sup>1</sup> State level goals are to be implemented by the district, program, and course goals of each local school district.

The Instructional Planning Standard (581-22-208) identifies the district's responsibility for setting district, program and course goals.

### Instructional Planning

581-22-208 Each local district shall adopt and implement a system of instructional program planning and assessment to provide for:

1. Sets of goals including:
  - a. District goals, adopted by the local board by 9-1-76,
  - b. Program goals contributing to achievement of district goals by 9-1-76,
  - c. Course goals contributing to achievement of program goals by 9-1-77.<sup>2</sup>

Each set of goals is defined:

District Goals: statements of broad, general learner outcomes a local district and its community see as desirable consequences of instruction and relevant to attaining Board Goals for Elementary and Secondary Education (OAR 581-22-201);

<sup>1</sup> Oregon Department of Education, Elementary/Secondary Guide for Oregon Schools: Part I - Minimum Standards for Public Schools, Adopted June 23, 1976, p. 6.

<sup>2</sup> ibid., p. 8

<sup>3</sup> ibid., p. 5

-Program Goals (Instructional): statements of desired learner outcomes for each district instructional program in any combination of grades kindergarten through 12;

Course Goals: statements of desired learner outcomes for each course or unit of study in grades 9 through 12.

The definitions indicate that district, program and course goals vary both in scope and degree of specificity. The following chart outlines the distinguishing characteristics for these three goal levels.

Level of Goals	Scope Described by the Set of Learner Outcome Statements	Level of Specificity of Goals
District Goals	All program areas in the district	very general
Program Goals	Only one program area	general
Course Goals	Only one course or unit of study	more specific

By the standards definition, course goals apply to grades 9 through 12. It is also appropriate, however, to write course goals for courses or units of study in lower grades.

#### Relationships of Goal Levels

Distinct in their purposes, these sets of goals are, nevertheless, inter-related and supportive of one another. While program goals clarify district goals, they simultaneously become the basis for development of course goals. Table I summarizes the relationships among district goals, program goals and course goals.

TABLE I  
RELATIONSHIPS AMONG AND PURPOSES  
OF GOALS REQUIRED IN THE INSTRUCTIONAL  
PLANNING STANDARD

	DISTRICT GOALS	PROGRAM GOALS	COURSE GOALS
What other goals are further clarified by this goal set?	State goals (life roles)	District goals	Program goals
What other goals are developed from this goal set?	Program goals	Course goals	Instructional goals*

<sup>4</sup>op. cit., p. 6.

<sup>5</sup>op. cit., p. 5.

\*Instructional goals are very specific learner outcome statements which describe small learning sequences within a course or unit of study. Instructional goals define daily or individual learner outcomes.



TABLE I (Continued)  
RELATIONSHIPS AMONG AND PURPOSES  
OF GOALS REQUIRED IN THE INSTRUCTIONAL  
PLANNING STANDARD

	DISTRICT GOALS	PROGRAM GOALS	COURSE GOALS
What component of the educational system is most <u>immediately identified</u> by this goal set?	Purpose of the school district as an institution.	Inclusion of a program (content area) within a district.	Offering of a specific course within a content area.
What are some of the <u>primary purposes</u> of this goal set?	<p>To assist planning, budgeting, and assessment at the district level.</p> <p>To provide guidelines for needs identification, priority setting, and policy making at the district level.</p>	<p>To assist planning, budgeting, and assessment at the district level and within content areas.</p> <p>To provide guidelines for needs identification, priority setting, and program development within content areas.</p> <p>To assist in identifying minimum competencies necessary for graduation.</p>	<p>To assist in course planning, curriculum development, and assessment.</p> <p>To assist in defining minimum curriculum standards and graduation requirements.</p> <p>To assist reporting of student progress.</p> <p>To provide a basis for allocation of funds within a program.</p>

#### Progression of Goals

Lower level goals are more specific statements of learner outcomes than are the higher level goals. Therefore, there are fewer district goals than program goals (since there are many programs) and fewer program goals than course goals (since there are several courses within a program).

The progression of two district goals in Table II illustrates how goals clarify one another and, in the process, generally increase the number of goals belonging to each successively lower level goal set. It should be remembered, however, that one lower level goal can be related to more than one higher-level goal; e.g., a course goal can be related to two program goals. The second progression example in Table II shows such a situation.

TABLE II  
EXAMPLE OF GOAL PROGRESSION AND CLARIFICATION

DISTRICT GOALS

PROGRAM GOALS

COURSE GOALS

The student will know and be able to apply mathematical skills and concepts.

The student will know and be able to use mathematical symbols, elements, and operations.

The student will know that numbers have equivalents and will be able to rewrite numbers in other equivalent forms.

The student will be able to add, subtract, multiply, and divide decimal numbers.

The student will be able to apply mathematical symbols, systems, and operations to solve quantitative problems.

The student will be able to estimate the solution to whole number computation problems.

The student will be able to solve word problems involving fractions.

The student will be able to apply the basic skills of reading, writing, and listening.

The student will know and be able to apply the fundamentals of spelling, punctuation, capitalization, sentence structure, word recognition, and word usage for the English language to communicate ideas and feelings to others.

The student will be able to write legible passages using correct punctuation, capital letters, spelling, and sentence structure.

The student will be able to restate what others in a group have discussed.

The student will be able to comprehend printed materials and oral communication.

The student will be able to determine the relationship between ideas and details in written material.

The student will be able to summarize the idea of a paragraph in a brief statement.

## STATE GOALS

The state goals reflect input from Oregon educators and citizens. These goals underwent extensive public review from 13 regional advisory councils before adoption by the State Board of Education on February 8, 1974.\*

The intent of the six life role goals is to provide students the skills for present and future learning, in addition to supplying necessary knowledge. The goals are future oriented to better insure the preparation of students for successful functioning in adult life roles.

The Goals are:

Each individual will have the opportunity to develop to the best of his or her ability the knowledge, skills and attitudes necessary to function as a (an):

- (a) "Individual": to develop the skills necessary for achieving fulfillment as a self-directed person; to acquire the knowledge necessary for achieving and maintaining physical and mental health and to develop the capacity for coping with change through an understanding of the arts, humanities, scientific processes and the principles involved in making moral and ethical choices;
- (b) "Learner": to develop the basic skills of reading, writing, computing, spelling, speaking, listening and problem-solving; and to develop a positive attitude toward learning as a lifelong endeavor;
- (c) "Producer": to learn of the variety of occupations; to learn to appreciate the dignity and value of work and the mutual responsibilities of employees and employers; and to learn to identify personal talents and interests, to make appropriate career choices and to develop career skills;
- (d) "Citizen": to learn to act in a responsible manner; to learn of the rights and responsibilities of citizens of the community, state, nation and world; and to learn to understand, respect and interact with people of different cultures, generations and races;
- (e) "Consumer": to acquire knowledge and to develop skills in the management of personal resources necessary for meeting obligations to self, family and society;
- (f) "Family Member": to learn of the rights and responsibilities of family members, and to acquire the skills and knowledge to strengthen and enjoy family life.

It should be noted that the above six life roles are the statewide goals for "schooling," not for "education." Education is thought to be the result of schooling as well as family and community experiences.

\* The statewide goals were incorporated into the minimum standards revised and adopted June 1976.

6op. cit., pp. 6-7.

## WRITING DISTRICT GOALS

### Characteristics of District Goals

To write goals, the characteristics which distinguish one level of goals from another must first be understood; specificity and content are two such characteristics. The specificity and the content of goals are directly related to the purpose of the goals and the relationships among goal levels.

#### Distinguishing Characteristics of District Goals

##### Individual District Goals

- must be learner outcome statements.
- should be stated in very general terms.

##### Set of District Goals

- must describe the desired learner outcomes for all program areas and all grade levels within the district.

District goals further clarify state goals by specifying intended learner outcomes. Consequently, district goals are more specific than state goals, but less specific than program goals.

In addition to identifying general boundaries for instruction within a district, district goals assist planning, budgeting and assessment at the district level; and provide guidelines for needs identification, priority setting and policy making at the district level.

### Examples of District Goals

An acceptable district goal must meet the three defining characteristics discussed earlier. The goal must be a district-level learner outcome statement, written in very general terms.

A set of district goals must describe the desired learner outcomes for all program areas and grade levels in the school district. The goals themselves, however, may be program specific or may span two or more programs.

The following goals are considered to be examples of acceptable district goals but are not considered to be a complete set:

#### Acceptable District Goals

1. Students will develop and maintain good health and physical fitness.
2. Students will understand the facts and methods of science in addition to the influence of science on human life.
3. Students will appreciate beauty of literature, art, music, and nature.

4. Students will develop good character and self-respect.
5. Students will know how to wisely use leisure time.
6. Students will have competence in basic skills of reading, writing, listening, and speaking in meeting information and communication needs.

As evidenced by the above goals, a district goal generally relates to more than one content area and grade level.

Most unacceptable goal statements can easily be revised into acceptability. The following examples illustrate this.

1. Unacceptable District Goal: Help students to develop skills in reading, writing, speaking and listening.  
Problem: The goal is not stated as a learner outcome. The goal instead states what the district or teacher will do.  
Acceptable Revised District Goal: Students will have skills in reading, writing, speaking and listening.
2. Unacceptable District Goal: Students will know that each state has two United States senators in the U.S. Congress.  
Problem: The goal is too specific for a district goal.  
Acceptable Revised District Goal: Students will understand and appreciate the functioning of our democratic society.
3. Unacceptable District Goal: Through guidance and counseling, provide students the opportunity to develop an understanding of self, family, community and society so that these students may become better adjusted and better able to solve problems.  
Problem: This goal has two faults. First, the goal is stated in terms of what the district will provide and not in terms of a learner outcome. Second, the goal is not precise.  
Acceptable Revised District Goal: Students will have understanding of themselves and others in addition to having skills for solving personal problems.

#### Note: Writing Goals.

Use of the singular or plural form of "student" in writing a goal is a matter of preference. The same is true of writing a goal in the present tense (the student knows . . . , the student is able to . . . ) or future (the student will know . . . , the student will be able to . . . ). Whatever the style preference, it should be used consistently throughout the system of goals.

In this publication, goals are written in the plural form and future tense, since goals are aimed at all students and assume an outcome not already present.

### District Goals Self-Test

After reading each of the following goals, determine whether each is an acceptable or unacceptable district goal. If the goal is acceptable, place "A" on the short line next to the goal number. If the goal is unacceptable, place "U" on the line and state why the goal is unacceptable.

#### DISTRICT GOALS

- \_\_\_\_\_ 1. To develop a healthy mind and body.
- \_\_\_\_\_ 2. Students will have constructive leisure time skills.
- \_\_\_\_\_ 3. Students will be able to compute the unit price for common grocery items.
- \_\_\_\_\_ 4. Help students acquire the intellectual skills basic to continuing self-development and further study.
- \_\_\_\_\_ 5. Students will know how to adapt to change.

Answers appear in Appendix A.

## SETTING DISTRICT GOALS

### Community Involvement

District goals must be the product of a joint effort involving both the district and the community. Upon completion of the goal-setting process, the resulting district goals must be adopted by the local school board.

The district has a variety of options in determining the degree to which the community should be involved in goal-setting. At one end of the spectrum, the district can survey the wide range of the community's views and expectations. At the opposite end of the spectrum, the local school board may represent the community. The district may take a position between these two stands and choose to involve small community groups other than, or in addition to, the local school board.

### Alternatives for Setting Goals

Along with the decision over "who" will be involved in setting district goals, the district must also decide "how" the goals will be set. The alternatives for setting goals basically fall into three categories:

- (a) adopt existing goals from other sources;
- (b) modify existing goals from other sources;
- (c) or, generate original goals.

Each alternative has its own advantages and disadvantages. The first alternative, adopting existing goals from other sources, may save both time and money, but runs the risk of lacking the needed local citizen and staff support. Goals may be considered to be the product of outside educators with the community's involvement being limited to only the ratification of the goals. Moreover, the goals from an outside source may not adequately represent the expectations or goals of the particular district.

The second alternative, modifying existing goals from other sources, has the advantage of having more local support. The community and staff feel some personal involvement in the goal setting process. The final goals should more adequately represent those of the district itself. Too, the modification of existing goals helps to save time and money.

The third alternative, the generation of original goals, is the process that may attract the greatest local staff and community support. The goals would reflect solely their efforts and expectations. It should be noted, however, that this alternative is the most costly in time and money. Hence, the district must make the decision as to which alternative is both desirable and feasible.

These advantages and disadvantages apply whether it happens to be district, program or course goals being set. Although the degree of community involvement may be less for the setting of program and course goals, staff involvement increases at those levels. Therefore, considerations for local support, either of the community or of the staff, remain highly important.



## Strategies for Setting District Goals

Each district will select its own approach for involving the community in setting district goals. New and creative approaches to this process are encouraged. It may be helpful to review the efforts of other districts to gain a better perspective of possibilities.

The Oregon Department of Education notes such strategies for setting district goals in Schools and Communities Setting Goals, 1976. The handbook is intended to serve as a resource. Each of the strategies is discussed in much greater detail than the overviews presented below, describing the source, site, administration, product, participation, procedures, utilization and cost.

The Phi Delta Kappa model for setting goals provides eighteen goals which are ranked in order of priority by community, professional staff and student groups. These three groups also assess how well they feel current school programs are meeting those goals. Feedback on perceived needs can then help to direct future district efforts in writing performance objectives, as well as in developing management designs and instructional programs to meet the performance objectives. The set of goals was derived from eighteen categories which were created by the California School Boards Association after an analysis of educational goals from a variety of sources.

The Reynolds-Delphi Program, another of the programs discussed in Schools and Communities Setting Goals, involves the modification of existing goals. The eighteen goals from the Phi Delta Kappa model provide the initial foundation from which twenty goals are drafted by a task force. By means of a questionnaire, the district requests that community, teacher, and student groups rank the twenty goals in order of priority. These same groups are then asked to repeat the prioritization process in response to a second questionnaire. The second form includes the original twenty goals, listed in the order determined by the first prioritization, plus six additional goals drafted by the task force. Finally, a third questionnaire asks respondents to rate each of the twenty-six goals according to how well the district is achieving the goals. This process provides the basis for the formulation of instructional objectives to implement the goals.

The Emerald Goal Definition Process details the generation of original district goals as the consequence of a joint effort on the part of a steering committee and a Community Advisory Council (CAC). During a seven to eight month period, a steering committee meets biweekly, the CAC meets a total of four times. Initially, the CAC reviews current district goals and philosophy, in addition to the goals of other districts, before generating their own trial set of goal statements. The following three CAC meetings are devoted to reviewing, revising and, when substantial support is lacking, omitting goal statements through the use of response forms and discussion. Ballots are utilized to obtain feedback on a goal hierarchy proposed by the steering committee. The final approved goal hierarchy is then presented to the district board as community input.

The Community Expectations of Student Skills Program also produces a set of original goals. The district assumes the responsibility for training group



leaders: sixty percent community members, twenty percent students, ten percent business people and ten percent school teachers/administrators. Each selected group leader asks four other peer-group individuals to participate in the process through which group leaders facilitate the generation of expectation statements. The statements express community expectations of what students need to know or should be able to do to "make it in life" after leaving school. Once the statements have been edited and sorted into goal or subject areas, the participants approve or reject suggested changes before the statements are submitted to the district for future use in curriculum development, goal validation, and textbook selection.

Another process for setting district goals, Project Interaction, is very similar to the Community Expectations Project. Instead of developing expectation statements, "images of potentiality" are evolved which identify desirable elements within a school system that are ultimately translated into goals. In this future-oriented strategy, participants "take a trip into the future," usually into the next year, and identify positive and satisfying features or "images" which in turn help to clarify priority goals for the next year. Participants represent agencies and organizations, both formal and informal, associated with the education of children. After goals have been defined, the Management Responsibility Guide process can be used to help participants define the roles they will play in meeting the goals.

As evidenced by some of the goal-setting approaches cited above, surveys are one means to gather information about community opinions and expectations. The survey, which serves as a communication link between the schools and the community, indicates to the community that the schools value community opinions and that future planning will be based, at least in part, on those opinions.

Three such surveys are described in more detail in Schools and Communities Setting Goals, each utilizing a different format. One survey is a written questionnaire distributed to the public at the voting polls during a general election, and to both school employees and students at a later time. The other two community surveys involve basically the same groups, but collect opinions by interviews in one case and by a card-sort technique in the other. Regardless of the method employed, a community survey must be very carefully planned so that the resulting information can be used effectively by the district.

## WRITING PROGRAM GOALS

### Characteristics of Program Goals

As with district goals, specificity and content are the characteristics which distinguish program goals from other goals.

### Distinguishing Characteristics of Program Goals

#### Individual Program Goals

- must be learner outcome statements
- should be stated in general terms

#### Set of Program Goals

- must describe the learner outcomes desired upon completion of all experiences within only one content area.

The level of specificity for program goals is determined by the relationship between district, program and course goals. Program goals further amplify or clarify district goals, and simultaneously provide the foundation for the development of course goals. Consequently, program goals are more specific than district goals, but less specific than course goals.

Program goals establish the limits of instruction within program areas. Program goals are utilized to assist planning, budgeting and assessment at the district level. Moreover, program goals provide guidelines for needs identification, priority setting and program development within program areas.

The answer to the question, "What is and what is not a program?" is found in the following table published by the Department of Education which appears in the Elementary/Secondary Guide for Oregon Schools: Part II.

TABLE III  
PROGRAMS, AREAS OF STUDY AND UNITS OF CREDIT

Common Programs (Middle & High School)	Required Areas of Study & Units of Credit ( ) *									
	Language Arts/ English (3)	Mathematics (1)	Social Studies/ History (1)	Citizenship/ Government (1)	Science (1)	Health Education (1)	Physical Education (1)	Con Ed/Econ/ Pers Fin (1)	Career Education (1)	Electives (10)
Arts & Crafts								X	X	X
Business Education								X	X	X
Foreign Language	X					X		X	X	X
Health Education				X		X		X	X	X
Home Economics								X	X	X
Industrial Arts								X	X	X
Language Arts	X							X	X	X
Mathematics		X						X	X	X
Music								X	X	X
Personal Finance				X				X	X	X
Physical Education						X		X	X	X
Science					X			X	X	X
Social Studies			X	X				X	X	X
Speech & Drama	X							X	X	X
Traffic Safety				X				X	X	X
Accounting Occupations								X	X	X
Agriculture Occupations								X	X	X
Clerical Occupations								X	X	X
Construction Occupations								X	X	X
Diversified Occupations								X	X	X
Electrical-Electronics Occupations								X	X	X
Food Service Occupations								X	X	X
Forest Products Occupations								X	X	X
Graphic Communications Occupations								X	X	X
Health Occupations								X	X	X
Industrial Mechanics Occupations								X	X	X
Marketing Occupations								X	X	X
Metals Occupations								X	X	X
Service Occupations								X	X	X
Steno-Secretarial Occupations								X	X	X

\*Local districts must assign areas of study to one or more programs. Program goals, then, must be adopted in all programs.

### Examples of Program Goals

As before, examples communicate most clearly the meaning and form of acceptable program goals. An acceptable program goal must meet the three defining characteristics discussed earlier:

- (1) program-level learner outcome statement,
- (2) program-level outcome statement,
- (3) program level outcome statement stated in general terms.

While an individual set of program goals must describe the desired learner outcomes resulting from all experiences within a single content area, the collective sets of goals for all programs must describe the desired learner outcomes for all content areas within the district.

The following goals represent a complete suggested set of program goals for the language arts area.

#### Program Goals Language Arts

1. Students will be able to satisfy their information needs through the examination of printed materials.
2. Students will be able to describe their subjective, analytic and evaluative responses to literature.
3. Students will understand how literature reflects the life, values and ideas of this and other cultures.
4. Students will be able to use language effectively in interacting with individuals and groups.
5. Students will be able to describe a variety of ways in which ideas are expressed.
6. Students will be able to use appropriate mechanics and conventions in communicating ideas clearly and accurately.
7. Students will be able to adapt their speech and writing to different purposes and audiences.
8. Students will be able to observe and listen purposefully in acquiring, interpreting and evaluating information.
9. Students will be able to illustrate how language has adapted to the needs of people through time.
10. Students will be able to make effective use of nonverbal communication in expressing ideas, attitudes and feelings.
11. Students will value language as a means by which experience is given shape and meaning.

As evidenced by the above goals, a program goal generally relates to several courses and more than one grade level.

Examples of unacceptable program goals and their revisions can be used to further illustrate the requisite characteristics of program goals. Four such examples follow:

1. Unacceptable Program Goal for Mathematics: Students will have the skills necessary for quantitative problem-solving.  
Problem: The desired outcome is to solve problems not to just have the skills.  
Acceptable Revised Program Goal: Students will be able to use mathematical symbols, systems and operations to solve quantitative problems.
2. Unacceptable Program Goal for Social Studies: Students will learn about the American economic system.  
Problem: The goal describes the learning process and not the outcome.  
Acceptable Revised Program Goal: Students will understand the American economic system.
3. Unacceptable Program Goal for Business Education: Students will understand human growth and development.  
Problem: The goal does not describe one of the critical learner outcomes for the business education area. Instead, the goal appears to belong to content areas like health education, physical education or science. The goal is stated in acceptable form for any of those areas.  
Acceptable Revised Program Goal: None.
4. Unacceptable Program Goal for Home Economics: Students are able to determine the calories for specified menu items.  
Problem: The goal is stated too specifically for a program goal.  
Acceptable Revised Program Goal: Students will be able to apply knowledge of foods and nutrition in meeting physical, mental, social and emotional needs.

**Note: Writing Goals**

Use of the singular or plural form of "student" in writing a goal is a matter of preference. The same is true of writing a goal in the present tense (the student knows . . . , the student is able to . . . ) or future (the student will know . . . , the student will be able to . . . ). Whatever the style preference, it should be used consistently throughout the system of goals.

In this publication, goals are written in the plural form and future tense, since goals are aimed at all students and assume an outcome not already present.

## Program Goals Self-Test

Place "A" by acceptable program goals and "U" by unacceptable program goals. Remember that unacceptable program goals must be accompanied by a justification statement. Each goal is specified for a given content or program area, as indicated within the brackets.

### PROGRAM GOALS

1. Students will possess the skills, attitudes and knowledge required for job searching. [Business Education]
2. Students will be able to interpret the natural and man-made environment with perception and discrimination. [Art]
3. Students will be able to relate the political system to the functions of government. [Social Studies]
4. Students will value and be able to plan vocational activities to balance and enrich vocational pursuits. [Industrial Education]
5. To help students understand the differences between meiosis and mitosis. [Science]

Answers appear in Appendix A.



## SETTING PROGRAM GOALS

### Alternatives for Setting Program Goals

Running parallel to the task of setting district goals are basically three categories of alternatives for setting program goals: (a) adopting existing goals from other sources, (b) modifying existing goals, or (c) generating original goals.

The same advantages and disadvantages exist for each of these alternatives as did before in the case of setting district goals. The degree of community and/or professional staff involvement must be weighed against economic and time considerations.

When setting program goals, the district must decide whether it will address all programs at one time, or whether it will set goals for only one program at a time according to a predetermined ordering of programs. The former approach helps to insure that collectively the sets of program goals adequately support the district goals; the latter approach can ease the program goal-setting task by limiting focus. Again, the decision is left to the discretion and professional judgment of the district.

### Models for Setting Program Goals

If a district chooses to adopt existing program goals from another source, this district will probably be adopting program goals either from another district, or combination of districts, or from program goals available in the Tri-County Course Goal Collections.\* If a district opts to modify existing goals, the same sources are again the most likely; i.e., other districts of the Tri-County Course Goals Collections. Tri-County Course Goals Collections are available for the following program areas:

1. Art
2. Biological and Physical Science
3. Business Education
4. Health Education
5. Home Economics
6. Industrial Education
7. Language Arts
8. Mathematics
9. Music
10. Physical Education
11. Second Language
12. Social Science

An additional program-level model is outlined in Schools and Communities Setting Goals. The Data-Based Goal-Setting Model is so named because research methods are used to test this particular process for setting program-level goals based on established course, grade and activity goals. Following

\*Write to Commercial-Educational Distributing Services, PO Box 8723, Portland, Oregon 97208.

four training sessions on how to write program-level goals, a community goal-setting group, comprised solely of lay persons, generates program goals in response to data produced by teachers and community advisory groups. The data supplied by the district's certificated teachers consists of course, unit and activity goal statements, in addition to descriptions of corresponding instructional strategies and learner activities. The data supplied by the community advisory groups consists of responses to a survey in which statements pertaining to educational outcomes of the schools are ranked in order of importance. After the generation of program goals, the goals are submitted for faculty review and approval.

The Data-Based Goal-Setting Model is unique in that it is an inductive approach instead of deductive; that is, the Data-Based Model begins with course-level goals and generalizes to program-level goals, instead of vice versa. Typically, program goals are developed from district goals and course goals are developed from program goals.

It must be remembered that the models presented are by no means inclusive. Originality and creativity in goal-setting processes are encouraged at all goal levels.



## WRITING COURSE GOALS

### Characteristics of Course Goals

One again specificity and content are the characteristics which distinguish course goals from other sets of goals.

#### Distinguishing Characteristics of Course Goals

##### Individual Course Goals

- must be learner outcome statements
- should be stated in specific terms
- should include "will know," "will be able to" or "will value"\*

##### Set of Course Goals

- must describe the desired learner outcomes for only one course or unit of study

According to the minimum standards, course goals are required only for grades nine through twelve, but can be set for lower grade levels.

The level of specificity for course goals is determined by the relationship between program, course and instructional goals. Course goals further amplify or clarify program goals; and simultaneously provide the foundation for the development of instructional goals. Instructional goals are very specific learner outcome statements which describe small learning sequences within a course or unit of study; defining daily or individual learner outcomes. Consequently, course goals are more specific than program goals, but less specific than instructional goals.

Course goals set the guidelines for instruction within courses or units of study. Course goals assist course planning, curriculum development and assessment, as well as the allocation of funds within a program.

### Examples of Course Goals

An acceptable course goal must meet the four defining characteristics already mentioned:

1. Learner outcome statement
2. Statement in specific terms
3. Statement describing desired course-level outcome(s)
4. Statement including one of the following:
  - a) "students will know," if knowledge goal
  - b) "students will be able to," if process goal
  - c) "students will value," if value goal

\* These characteristic "stems" for stating course goals are also used in stating district and program goals. However, most knowledge goals (those that "will know") tend to be more specific than is suitable at the district and program levels.

Appendix B illustrates some ways to use stem phrases to describe what students will know or be able to do. A set of course goals must describe the desired learner outcomes for only one course or unit of study.

The following represent a suggested set of course goals for a pre-algebra course in mathematics.

Course Goals  
Pre-Algebra

1. Students will be able to compute sums, differences, products, quotients and exponents for rational numbers.
2. Students will be able to convert between fractions, decimals and percents.
3. Students will be able to perform computations involving percents.
4. Students will be able to solve word problems.
5. Students will know the basic measurement equivalents for both the English and metric systems.
6. Students will be able to use English and metric measurement tools.
7. Students will be able to interpret graphs and tables.
8. Students will be able to simplify ratios and solve proportions.
9. Students will know the symbols for and definitions of algebraic terms.
10. Students will be able to perform basic operations with integers.
11. Students will be able to perform set operations.
12. Students will be able to identify solution sets.
13. Students will be able to add and subtract polynomials.
14. Students will be able to solve equations and inequalities in one variable.
15. Students will be able to graph solution sets of equations and inequalities in one variable.
16. Students will be able to graph equations in two variables on a Cartesian plane.
17. Students will be able to identify functions.
18. Students will be able to compute the value of a function for a stated input.
19. Students will value the use of math in daily life.

Each of the above goals describes a learning task which would involve a sequence of learning activities or experiences. A course goal usually describes an instructional unit that would typically require anywhere from a few days to a few weeks for student mastery.

By comparison, examples of some unacceptable course goals and their revisions are presented below to further illustrate the requisite characteristics of course goals.

1. Unacceptable Course Goal for Language Arts: Students are able to apply the basic skills of reading, writing and listening in meeting informational and communication needs.

Problem: The goal is stated too generally for a course goal. The goal in its present form is an appropriate district goal.

Acceptable Revised Course Goal: Students will be able to summarize the content of either written material or oral presentations.

2. Unacceptable Course Goal for Foreign Language: Students will learn how to conjugate verbs.

Problem: The goal is not clearly a learner outcome statement. Also, a process goal should be stated in the form "the student is able to . . . ."

Acceptable Revised Course Goal: Students will be able to conjugate verbs.

3. Unacceptable Course Goal for Physical Education: Students know that a football touchdown is worth six points.

Problem: The goal is too specific for a course goal.

Acceptable Revised Course Goal: Students will know the basic game rules and scoring procedures for football.

#### Note: Writing Goals

Use of the singular or plural form of "student" in writing a goal is a matter of preference. The same is true of writing a goal in the present tense (the student knows . . . , the student is able to . . . ) or future (the student will know . . . , the student will be able to . . . ). Whatever the style preference, it should be used consistently throughout the system of goals.

In this publication, goals are written in the plural form and future tense, since goals are aimed at all students and assume an outcome not already present.

### Course Goals Self-Test

As before, place "A" by acceptable course goals and "U" by unacceptable course goals. Unacceptable goals must be accompanied by a statement explaining why the goal is unacceptable. Each goal is specified for a given course, as indicated within the brackets.

#### COURSE GOALS

- \_\_\_\_\_ 1. Students will be able to construct both monthly and yearly budgets. [Personal Finance]
- \_\_\_\_\_ 2. Students will value independence and self-worth. [Health]
- \_\_\_\_\_ 3. Students know that the capital of Washington is Olympia. [U.S. Geography]
- \_\_\_\_\_ 4. Students will have the opportunity to practice the scientific method. [Physics]
- \_\_\_\_\_ 5. Students will list the formulas for the area and perimeter of squares, rectangles and triangles. [General Math]

Answers appear in Appendix A.

## SETTING COURSE GOALS

### Alternatives for Setting Course Goals

Once again, the goal-setting task breaks down into three possible alternatives, each with the same advantages and disadvantages previously discussed: adopt existing goals; modify existing goals; generate original goals.

Generally, setting course-level goals involves professional staff to a greater degree than the community. The professional staff, including both teachers and administrators, determines whether course goals should be simultaneously set for all courses related to a specific program or whether course goals should be set for only one course at a time.

### Methods for Setting Course Goals

If a district chooses to either adopt or modify existing course goals from another source, the primary resources for course goals are the Tri-County Course Goals Collections and other districts. The former offers very extensive sets of course goals for the same twelve instructional program areas mentioned in conjunction with setting program goals. Each Tri-County Course Goals Collection has its own taxonomy which greatly aids the retrieval of goal statements.

If a district decides to generate its own goals, in full or in part, to supplement goals from other collections, there are at least two possible approaches. The first approach, and the most common one when original course goals are being sought, is the organization of teacher writing teams. Often workshops by subject or program area are planned to facilitate this process.

The second approach for developing original course goals is to involve the community in the goal-setting process. The Community Expectations Model described in the section on Setting District Goals can also be used to produce course-level goals. The statements of expectation about what a student needs to be able to do or know to "make it in life" can be translated into course goals by the district's professional staff. With careful planning, other models could also be modified to generate course-level goals.

## RELATIONSHIP BETWEEN GOALS AND COMPETENCIES

By the minimum standards definition, a competency is a "statement of desired student performance representing demonstrable ability to apply knowledge, understanding, and/or skills assumed to contribute to success in life role functions." <sup>7</sup> Hence, like a goal, a competency must be stated as a learner outcome and identify a desirable outcome of education. Once again, education is regarded as the combined effect of both schooling and community experiences. Also, similar to goals, competencies provide the framework for planning and assessment. The district should consider involving the community in the competency setting process.

The definitions of goals and competencies reveal that, despite their similarities, there is one distinct difference between goals and competencies. Goals can be written in relation to either the acquisition or application of knowledge, understanding or skill. Competencies, on the other hand, must always be written in terms of the application of knowledge, understanding or skill to life role functioning. Consequently, all competencies may also be goals, but not all goals may be competencies. For example, the following competency may also be a goal:

The student is able to apply measuring skills to the solution of common problems around the home.

However, the following course goal is not a competency since it is stated at the knowledge level:

The student knows the formulas for computing the surface area of objects, rooms, buildings, and parcels of land.

A minimum graduation competency may relate to only one district, program, or course goal, or it may relate to many goals. An individual competency can, and frequently will, relate to goals at various levels. Regardless of the pattern relating goals and competencies, it is imperative that goals and competencies be logically consistent and mutually supportive. The achievement of district, program and course goals should insure the attainment of minimum graduation competencies.

According to the Minimum Standard on Performance Requirements for Program Completion (OAR 581-22-231), "the local board shall by 9-1-76 adopt and make available to the community minimum competencies it is willing to accept as evidence (that) students are equipped to function in the society in which they live." <sup>8</sup> In addition, the Local District Responsibility for Implementation Standard (OAR 581-22-236) mandates that local districts enrolling students in grades 9 through 12 must be capable of certifying the attainment of minimum competencies for specified areas beginning with the graduating class of 1978. The certification of all competency areas must begin not later than with the graduating class of 1981.

<sup>7</sup>op. cit., p. 5

<sup>8</sup>op. cit., p. 9

In light of these timelines for the adoption of competencies and those discussed previously for the adoption of district, program and course goals, it becomes apparent that a district must carefully coordinate its adoption efforts to provide the necessary consistency between competencies and goals. In many cases, these efforts can be combined and will usually save the district time, money and frustration. Planning and adequate supervision of the goal and competency setting process are critical in guaranteeing that the final products are mutually supportive.

APPENDIX A  
Self-Test Answers

-31-32-



### Answers for District Goals Self-Test

U 1. To develop a healthy mind and body.

Problem: The goal is not clearly stated as a learner outcome.

Possible Revision: Students will develop a healthy mind and body.

A 2. Students will have constructive leisure time skills.

U 3. Students will be able to compute the unit price for common grocery items.

Problem: The goal is stated too specifically for a district goal.

Possible Revision: Students will learn how to intelligently purchase goods and services.

U 4. Help students acquire the intellectual skills basic to continuing self-development and further study.

Problem: The goal is not stated as a learner outcome. Instead, the goal states what the district or teacher will do.

Possible Revision: Students will acquire the intellectual skills basic to continuing self-development and further study.

A 5. Students will know how to adapt to change.

### Answers for Program Goals Self-Test

- U 1. Students will possess the skills, attitudes and knowledge required for job searching. [Business Education]

Problem: The goal states the result of a process and not what students should be able to do.

Possible Revision: Students know and are able to apply successful job search techniques.

- A 2. Students will be able to interpret the natural and man-made environment with perception and discrimination. [Art]

- A 3. Students will be able to relate the political system to the functions of government. [Social Studies]

- A 4. Students will value and be able to plan vocational activities to balance and enrich vocational pursuits. [Industrial Education]

- U 5. To help students understand the differences between meiosis and mitosis. [Science]

Problem: First, the goal is not stated as a learner outcome. Instead, the goal identifies what the teacher should do. Second, the goal is too specific for a program goal.

Possible Revision: Students will know significant scientific facts, laws, principles, assumptions and theories.

### Answers for Course Goals Self-Test

- A 1. Students will be able to construct both monthly and yearly budgets. [Personal Finance]
- A 2. Students will value independence and self-worth. [Health]
- U 3. Students know that the capital of Washington is Olympia. [U.S. Geography]

Problem: The goal is too specific for a course goal.

Possible Revision: Students know the capital for each state in the United States.

- U 4. Students will have the opportunity to practice the scientific method. [Physics]

Problem: First, the goal is not a learner outcome statement. Instead, it identifies what the district or the teacher will provide. Second, the goal is a process-oriented goal and should be stated in the "is able to" format.

Possible Revision: Students are able to apply the scientific method.

- U 5. Students will list the formulas for the area and perimeter of squares, rectangles and triangles. [General Math]

Problem: The goal should be stated in knowledge and goal format.

Possible Revision: Students will know the formulas for the area and perimeter of squares, rectangles and triangles.

APPENDIX B

Some Usable Skeletons for Writing Course Goals

-37-38-

Some Usable Skeletons for Writing Knowledge Goals for Courses\*

- a. The student will know the (states of)  
(forms of )  
(kinds of )  
(types of )  
(conventional categories of) \_\_\_\_\_.
- b. Students will know the (components of)  
(elements of) \_\_\_\_\_ (including)  
(e.g.)  
(i.e.)
- c. Students will know the relationship(s) (between)  
(e.g.)  
(among)  
(of) \_\_\_\_\_.
- d. Students will know factors (that may have led to)  
(involved in)  
(influencing)  
(effecting)  
(to consider in) \_\_\_\_\_.
- e. Students will know effects of \_\_\_\_\_ on \_\_\_\_\_.
- f. Students will know implications of \_\_\_\_\_ for \_\_\_\_\_.
- g. Students will know (causes of)  
(reasons for)  
(sources of) \_\_\_\_\_.
- h. Students will know major contributions of \_\_\_\_\_ to \_\_\_\_\_.
- i. Students will know problems (confronted by)  
(involved in)  
(encountered by)  
(that led to) \_\_\_\_\_.
- j. Students will know issues (related to)  
(involved in)  
(raised by) \_\_\_\_\_.

\* Adapted from material produced by the Tri-County Course Goal Project

Some Usable Skeletons for Writing Process Goals for Courses

- a. Students will be able to determine \_\_\_\_\_.
- b. Students will be able to distinguish \_\_\_\_\_ between \_\_\_\_\_ and \_\_\_\_\_ from \_\_\_\_\_.
- c. Students will be able to use \_\_\_\_\_ in \_\_\_\_\_ ing \_\_\_\_\_.
- d. Students will be able to select and use appropriate \_\_\_\_\_ for \_\_\_\_\_ in \_\_\_\_\_.
- e. Students will be able to categorize \_\_\_\_\_ according to \_\_\_\_\_ classify \_\_\_\_\_ whether \_\_\_\_\_ group \_\_\_\_\_.
- f. Students will be able to recognize \_\_\_\_\_.
- g. Students will be able to analyze issues related to \_\_\_\_\_.
- h. Students will be able to measure \_\_\_\_\_.
- i. Students will be able to evaluate \_\_\_\_\_.
- j. Students will be able to locate and use information about \_\_\_\_\_.
- k. Students will be able to judge \_\_\_\_\_ according to criteria of \_\_\_\_\_.
- l. (Use sparingly) Students will be able to identify \_\_\_\_\_.
- m. Students will be able to document \_\_\_\_\_.

## WRITING DISTRICT, PROGRAM AND COURSE GOALS

**YOUR VIEWS ARE IMPORTANT!** After you read and examine this publication, please forward your comments to the publications staff of the Oregon Department of Education. If you would rather talk by telephone, call us at 378 4776. Or, for your convenience, response form is provided.

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- ☐ More than half
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Does this publication fulfill its purpose as stated in the preface or introduction?

- ☐ Completely
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